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ABSTRACT

This training module on family centeredness is from the Mississippi Early Education Program for Children with Multiple Disabilities, a program designed to train Individuals with Disabilities Education Act Part H service coordinators and service providers to use family centered strategies. The first part of the module, "Trainer Guidelines," presents instruction and major points to be made during the lecture and the second part of the module, "Trainee Workbook," contains a corresponding expansion of the lecture. Both parts are divided into the following sections: (1) an introductory section that provides an overview of the goals and objectives of the module; (2) a section on identifying variables that discusses how society defines "family" and how to focus on the family system; (3) a section on developing an Eco-Map that provides a step-by-step approach and the outcomes; (4) a section on developing positive communication that highlights the do's and don'ts of nonverbal and verbal communication; and (5) a final section that gives an overview of the module and provides a final measure of change in knowledge after the inservice training. Activities, along with transparencies, are provided to illustrate key concepts. (CR)

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A Module for Focusing on a Better Approach to Family Centeredness

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General Directions for the Trainer

Trainer Guidelines

The Trainer Guidelines present instructions and major points to be made during the lecture. The Trainee Workbook contains a corresponding expansion of the lecture. It is important that the Trainer is familiar with the Trainee Workbook. The transparencies to be used during the lecture are reduced and placed within the text for easy reference. The Trainer needs to make transparencies from the pages titled TRANSPARENCIES. The Trainer will conduct a number of Trainee activities throughout the session. The activities have been placed within the text for easy reference.

Any portion of this module may be duplicated.

Appendix A contains the Pretest and Posttest answers.

Trainee Workbook

The Trainee Workbook contains a written version of the lecture. The Transparencies that are used have been reduced and placed within the text of the Workbook. The activities to be completed by the Trainee are located within the text.

The Trainee should be included in the demonstration of positive communications during the training. The written examples of the activities may be written on notecards for Trainer's ease in delivery.

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Focusing on a Better Approach to Family Centeredness

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TRAINER GUIDELINES

1.0 INTRODUCTION

As we strive to provide services for families in our community, it is vital that we recognize the components that complete the family unit. As individuals, each of us are a section of a family unit. Each family unit is defined differently. Your own family is different from your co-worker's because of religion, culture, communication, economic status, and individual personality. Some of the things we don't consider that make us different is our housing, music, eating routines, clothing, entertainment, etc. As service providers, it is our role to acknowledge and respect the differences we encounter with each individual and with each family. If we allow ourselves to accept the differences, it will make it easier to be family centered. It will also make it easier to find the needed resources for the families we serve.

Display Transparency #1

It takes patience, time, respect and positive communication to start us on the road to family centeredness. It takes you to make the picture complete.

TRANSPARENCY #1

WHAT IS MISSING IN THIS PICTURE?

This module contains a Trainer's Guide and a Trainee Workbook. Both are divided into the following sections:

1.0 Introduction - This section provides an overview of the goals and objectives of this module.

2.0 Identifying Variables - This section discusses how society defines "family" and how to focus on the family system.

3.0 Developing an Eco-Map - This section discusses a step by step approach to developing an Eco-Map and the outcomes.

4.0 Developing Positive Communication - This section discusses the do's and don'ts of nonverbal and verbal communication.

5.0 Conclusion/Evaluation - This section gives an overview of the module, as well as providing a final measure of change in knowledge after the inservice training.

1.1 Goals and Objectives (10 minutes)

A. Display Transparency #2. Family Centeredness - Training Competencies and Objectives. Refer Trainees to page W-3 in the Trainee Workbook.

TRANSPARENCY #2

OVERVIEW

Competencies

Each trainee will be able to recognize the individuality of families and how to be family centered in a culturally diverse world. Each trainee will also learn how to collaborate with families to build a healthy partnership.

Objectives

Each trainee will:

1. Demonstrate skills in completing an Eco-Map with families and discussing the outcomes.
2. Demonstrate knowledge on how to increase family centeredness through role playing.
3. Demonstrate skills in positive communication by role playing a family situation.

Session Schedule

Topic	Format	Materials	Time
1.0 Introduction	Lecture Present	Overhead	20 minutes
2.0 Identifying Variables of Family Centeredness	Lecture Activity	Overhead	20 minutes
3.0 Developing an Eco-Map and Determining the Outcome	Lecture Demonstration Activity	Overhead	40 minutes
4.0 Determining Content and Strategies for Using Positive Communication	Lecture Activity	Overhead	40 minutes
5.0 Conclusion/Evaluation	Posttest		20 minutes
Total Session			2 hours 20 minutes

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B. Provide an overview of the objectives of the training session. Explain that the Trainee will:
   1. Demonstrate skills in completing an Eco-Map with families and discussing the outcomes.
   2. Demonstrate knowledge on how to increase family centeredness through role playing.
   3. Demonstrate skills in positive communication by role playing a family situation.

1.2 Pretest (10 minutes)

A. Refer Trainee to page W-4 in the Trainee Workbook.

B. Explain the purpose of the pre-posttest. Allow 10 minutes for completion.

C. Give the Trainees the results of the pretest at the end of the training session (Appendix A).

A Posttest will be given to the Trainees at the end of the session.

2.0 IDENTIFYING VARIABLES OF FAMILY CENTEREDNESS

2.1 The Changing Definitions of Family

A. Display Transparency #3

Discuss how over the years, society's definition of family has changed. We can no longer look at "family" as meaning a mother, father and child living together.

TRANSPARENCY #3

1. Webster's Dictionary states, "A social unit consisting of parents and the children they rear." 1988

2. A group of individuals who have descended from a common ancestor. (Taber's Cyclopedic Medical Dictionary, 1981)

3. Any two or more related people living in one household. (3rd Edition Child, Family, Community Socialization and Support. Roberta M. Berns p.638, 1993)

4. An inclusive definition of "family" allows each family to define itself. (Guidelines & Recommended Practices For the Individualized Family Service Plan, 1989)

5. Families can be defined as "Families are big, small, extended, nuclear, multigenerational, with one parent, two parents, and grandparents. We live under one roof or many. A family can be as temporary as a few weeks, as permanent as forever. We become part of a family by birth, adoption, marriage, or from a desire for mutual support....A family is a culture unto itself, with different values and unique ways of realizing its dreams; together our families become the source of our rich cultural heritage and spiritual diversity....Our families create neighborhoods, communities, states and nations. (Guidelines and Recommended Practices For the Individualized Family Service Plan. 2nd Edition. Page 8, 1991)

The Trainer should REMEMBER to point out: The definition you use for a family may not be the same definition used by another family.

2.2 Family Focusing

A. Discuss the importance of asking ourselves, "Are we truly family centered?" "Family centered" means more than:
   * involving parents in programs.
   * providing parents with information and training.
   * helping them to become substitute therapists and teachers for their children.
   * having a parent present at an Individualized Family Service Plan (IFSP) meeting to sign forms.

B. Display Transparency #4

Strategies for becoming truly family sensitive include:

TRANSPARENCY #4

- Accepting the family, and not just the child, as the focus of services
- Recognizing and being responsive to the needs and desires of the family by letting them define what is in their own best interest
- Forming a partnership with each family that is supportive of their needs, desires, and expectations
- Accepting the unique social, moral, and cultural values of each family
- Accepting the way the family fits together and the way it affects each of its members, including the infant or toddler who is disabled or at risk
- Recognizing that their definitions may vary from those that professionals have typically accepted
- Working to reform and refine both the existing services and the existing delivery system in response to the expressed needs of the family (Family-Centered Early Intervention with Infants & Toddlers Innovative Cross-Disciplinary Approaches. Brown, Thurman, & Pearl p.306)

At times, as professionals in our field, we over-observe for details which may not necessarily serve as vital pieces of information.

For instance - Is the yard cut? Is the house clean? Are the children dressed appropriately?

Our role is not to make judgements, but to provide the best services we can to the families despite the situation of the family. An appreciation of the importance of the family's role, the unique contribution they make, or the constant responsibility they assume in the care of their children may not always be reflected in the professionals attitudes, policies or practices. (Family Centered Care For Children with Special Health Care Needs. Shelton, Jeppson & Johnson p.4)

C. Display Transparency #5

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TRANSPARENCY #5

Ancient Chinese Proverb, "A child's life is like a piece of paper on which every passerby leaves a mark."

If you were to change the Proverb to be family centered it would read, "A family's life is like a piece of paper on which every passerby leaves a mark."

D. Discuss the directions to Activity #2 with the Trainees. Refer Trainees to page W-7 in the Trainee Workbook.

Activity #2

Directions: The Trainer will show the Trainees a videotape segment of a family centered interview. Turn the volume off. Have the Trainees write down 3 impressions they received from the tape.

The Trainer will show the Trainees another videotaped segment of the same family in a feeding routine. Turn the volume off for this segment also. Have the Trainees write down 3 impressions they received from this tape.

Have the group discuss the impressions they received from each segment and compare.

3.0 DEVELOPING AN ECO-MAP AND DETERMINING THE OUTCOME

A. Discuss the purpose of the Eco-Map.

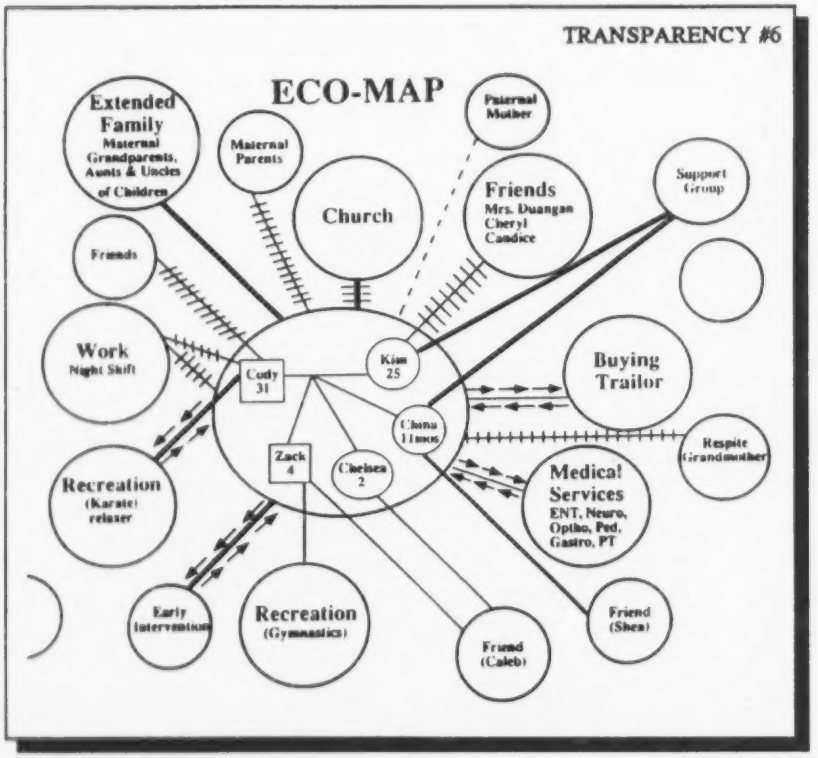
In the past, professionals have placed an emphasis on the "dysfunctional" family. Today we are trying to get away from this and place our emphasis on preserving the family and restoring the family's resources and relationships.

A recommendation for best practice procedures is to create an Eco-Map with the family.

B. Display Transparency #6. Refer Trainees to page W-8 in the Trainee Workbook.

* The Eco-Map was designed to view the whole family as a "system" that interacts with other "systems" in their lives.

* Together with the family, the professional can arrange a complex body of information that will allow both the family the professional to see the relationships within the family system.



According to Hartman and Laird, the Eco-Map shows:

* the flow of resources and the nature of family-environment exchanges
* any lacks or deprivations which erode family strengths.

When it is completed the family and professional should be able to identify conflicts to be mediated, bridges to be built and resources to be sought and mobilized. (The family in Space: Ecological Assessment Hartman, Ann & Laird, Joan. Family Centered Social Work Practice. P 159 McMillian, NY 1983).

3.1 How to Create An Eco-Map

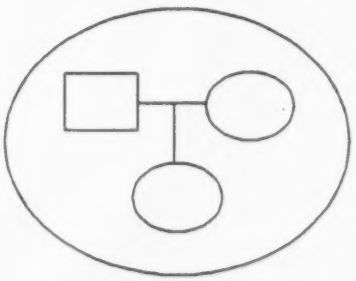
A. Display Transparency #7. Refer Trainees to page W-9 in the Trainee Workbook.

TRANSPARENCY #7

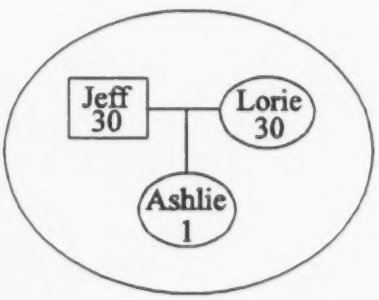
How to create an Eco-Map

1. The Eco-Map begins with a large circle in the middle of the page which describes the nuclear family or household members.

2. Each family member is described as a square for males and circles for females.



3. The person's name and age should be written in the corresponding shapes.



4. Identify the resources and relationships that affect the family system.

Ex: Extended family, friends, transportation, job, recreation, medical services, social services, related services, spiritual/cultural, school, day care, respite, housing.

The resources and relationships are to be placed around the nuclear family. Refer to the completed Eco-Map, Transparency #6.

5. Each family-environmental exchange should be portrayed by using the following descriptions:

Strong or positive connection

Weak connection

Stressful or conflicted relationship

Flow of energy or resources

Activity #3

B. Discuss the directions to Activity #3 with the Trainees.

Directions: The Trainer will show the Trainees a completed Eco-Map of a family. Display Transparency #6 and refer Trainees back to page W-8. The Trainee should be given time to review the information. The Trainer will discuss with the Trainees what is known about the family and what possible changes can be made.

POINTS TO DISCUSS

Strong points for Kim
- . support group
- . church

Strong points for Cody
- . recreation

Strong points for the family
- . extended family
  (gets along well)
  (respite)
  (handyman)
- . Early Intervention

Weak points for the family
- . Paternal mother is old and unable to help out
- . Doesn't have much to do with the family

Conflicts
- . Don't like each other's friends (do not socialize together)
- . Different denominations (do not go to church together)
- . Cody has a night job (lack of time for communication & family time)
- . Maternal parents are divorced and bickers, little time for family (family stays mad at parents)
- . Grandmother is very old - some feel she is too old to care for grandchildren

Second, the Trainer will discuss the following family with the Trainees.

FAMILY PROFILE

Steve is the 36 year old husband of Beth who is 35. They have a cute little boy, Justin, who is 2. Justin has an orthopedic problem. His feet turn inward and the tendons are constricted causing his toes to curl inward. Justin was refereed by his pediatrician at 6 months. He was seen by 3 orthopedic

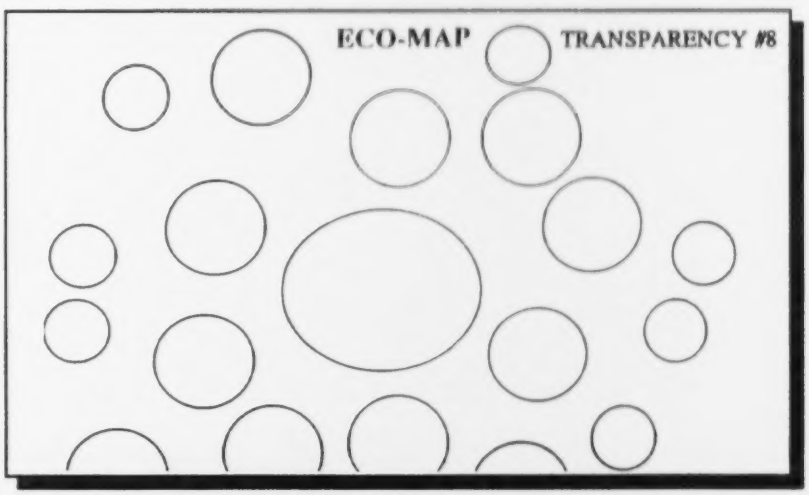
physicians by the time he was 12 months. All three physicians felt the feet would correct on their own. THEY DID NOT! At 16 months, a new orthopedic physician was found by Justin's grandfather. This physician saw Justin's problem differently. He is now wearing special shoes for 23 hours a day and they are hard and bulky. Surgery may be required at the end of 6 months if the special shoes do not correct the problem. Justin goes to day care where he loves art and going outside. He also enjoys playing with his friends Haley, Michael, and Kara. Justin is healthy and his mom keeps up with all of his pediatric appointments as scheduled.

Steve has a good job. He enjoys playing golf. This also helps to relieve any stress. Steve also enjoys doing things with his friends Gary, Ken, and Jonathan.

Beth also has a good part-time job. She enjoys spending time with her friends Jan and Rhonda.

They recently bought a new home and they enjoy going to church together. Beth's parents and grandparents are very helpful with Justin, but they live out of town. When Steve and Beth need time to themselves they have to drive a distance to leave Justin with family. Steve's parents are divorced and they do not get along with each other because of the step-mother and half-sister. This situation often causes heated problems between Steve's siblings and his father and his new family. His parents live a distance away also.

Display Transparency #8



Ask the Trainees to remove the Family Profile and blank Eco-Map on pages W-11 and W-12 from their Workbook. The Trainer will give the group time to review the family profile. Next, ask the group to tell the Trainer what needs to be drawn and what questions should be asked in order to complete the Eco-Map.

Encourage Trainees to complete their blank Eco-Map during the group discussion. The Trainer and group will discuss the completed map and what possible changes can be made.

C. Third, the Trainer will ask each Trainee to remove the last two blank Eco-Maps from their Workbook. Refer Trainees to page W-13 and W-14 in the Trainee Workbook. Ask each Trainee to draw an Eco-Map of themselves today and one of themselves 5 years ago and compare. Have the group discuss how families change frequently.

4.0 DETERMINING CONTENT AND STRATEGIES FOR USING POSITIVE COMMUNICATION

4.1 Positively Speaking

A. Discuss that as the Eco-Map is developed, it is important to remember that the key to building a family-professional partnership is positive communication.

Communication:
* effects both the family and professional, and
* determines how we will respond to one another.

The family of a child with a disability may be very sensitive to their situation and they expect the professional to be also. When you visit a parent have some idea about the diagnosis of the child and the family's situation. This often makes the parent feel more open to talk to you since you have shown extra interest in their situation. DON'T TALK BEFORE YOU THINK! Families listen closely to every thing we say. They watch facial expressions, body language and even listen to our tone of voice.

B. Display Transparency #9. Refer each Trainee to page W-15 in the Trainee Workbook.

Listed below is a list of don'ts and do's in non-verbal communication and verbal communication.

TRANSPARENCY #9

NONVERBAL COMMUNICATION

DON'T	DO
1. sit away from the family	1. sit close to the family
2. sit with your back to the family	2. sit facing the family
3. ignore family silence	3. listen to what the family is not saying
4. let your eyes roam during the conversation	4. look each family member in the eyes
5. carry your body in a way that seems unconcerned	5. let your posture show attentiveness
6. let your facial expressions show negativity	6. let your facial expressions show concern and/or approval
7. overlook/neglect others present	7. Acknowledge all present
8. change the home environment	8. Ask if you can change the environment if it is interfering with your task

C. Display Transparency #10. Refer each Trainee to page W-15 in the Trainee Workbook.

TRANSPARENCY #10

VERBAL COMMUNICATION

DON'T	DO
1. use all professional jargon ex: laws, P.L., abbreviations	1. use words a parent can understand
2. use words that will degrade the family. "Watch your tone"	2. change your words to be positive and learn to encourage
3. get into a power struggle with the family	3. allow family to help make the decisions that will affect them
4. change the language of the family	4. accept the parents language ex: affectionate, confectionate
5a. assume you always understand what they're trying to say	5a acknowledge and clarify what you've heard
5b. assume they always understand what you are trying to say	5b clarify what you are saying
6. expect to say something one time and the family understand	6. repeat the important information over and over
7. discuss barriers among professionals with parents	7. remain neutral

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Poor communication can damage the family-professional partnership.

* the family may become afraid of **all** professionals
* the family may not receive needed resources
* the child's development may not occur as rapidly as if appropriate services were provided

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Activity #4

D. Discuss directions to Activity #4 with the Trainees.

Directions: The Trainer will divide the Trainees into teams. The Trainer will give each team a scenario to role play. Have each team read the scenario first and then have them turn the situation into a positive one by acting it out. The Trainer and Trainees will discuss each scenario.

SCENARIOS

* You have been telephoned by a parent asking if it would be convenient to change their Tuesday appointment to Friday so you can meet with the family and another professional they are seeing. You agree to change the appointment. When you arrive at the home, you realize you are about to attend an IFSP meeting. There are other professionals there, you are unprepared and the parents were uninformed.

* You are presently assessing a child in the home. In the middle of the assessment three other professionals, also working with the family, show up unannounced to borrow the telephone. During the assessment one professional picks up the child, who is slightly fussing, and takes him outside. One professional uses the telephone while the other begins talking to the mother. You are unaware of who these professionals are.

* You are meeting a family for the first time to see if the child qualifies for your program. You have certain information you need to receive from the family before you leave. The room is very dark and unbelievably cold. You turn on the lights so you can see the child better and turn off the air conditioner so you are more comfortable. Now you need to get the releases signed.

* You have several items you need to cover with the family today. When you arrive at the home, you discover Mother is having a really bad day and the children are fussy.

* You have been working closely with a family for several months now and feel the relationship is good. When you arrive for the visit, the family has something on their mind they would like to discuss with you. (1) They feel they are being used by other professionals, and (2) they are upset that they were not informed of a very important meeting concerning their family. The family is upset and saying some very negative things about these professionals. You collaborate with these professionals on a daily basis.

* You have been working with a family for nearly one year. Every time you go to visit the family they are either not at home or you have to hunt the child down at other relatives or at a babysitter's house. You feel like you are repeating yourself to each adult and you are not making progress.

* You are seeing a child who has very young parents. They are often intimidated by the things you say and do. You have been unsuccessful in getting the parents involved in the child's intervention and in making decisions.

- - - -

TRANSPARENCY #11

TOGETHER WE CAN FIND THE RESOURCES

Again, it takes patience, time, respect and positive communication to start us on the road to family centeredness. It takes you to make the picture complete.

5.1 Evaluation

A. Refer Trainees to the Posttest (Activity #5) on page W-18. Ask the Trainees to remove it from their Workbook. Discuss that the Posttest is given to determine their knowledge after the training session. Trainees will be given 10 minutes to complete the Posttest.

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ACTIVITIES

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Pre-Posttest

Name:_____ Pre _____ Post _____

1. Define family.

2. What does family-centeredness mean to you?

3. What complex body of information can be designed to show the flow of resources between the family and its environment?

   a. Personal Profile
   b. Relationship Map
   c. Eco-Map
   d. Family Tree

4. Identify at least four resources that can affect the family system.

   a.
   b.
   c.
   d.

5. What is the key to building a positive family-professional partnership?

6. It is okay for a professional to inform a parent of the barriers found in another professional before the family goes on the visit.

   TRUE FALSE

7. A family's silence often means they are listening and understanding.

   TRUE FALSE

8. The way a professional carries his/her body can tell a family if he/she is attentive or concerned about the family's needs.

   TRUE FALSE

Activity #2

Directions: The trainer will show the trainees a videotape segment of a family centered interview. Turn the volume off. Have the trainees write down 3 impressions they received from the tape.

The trainer will show the trainees another videotaped segment of the same family in a feeding routine. Turn the volume off for this segment also. Have the trainees write down 3 impressions they received from this tape.

Have the group discuss the impressions they received from each segment and compare.

Activity #3

Directions: The trainer will show the trainees a completed Eco-Map of a family. Display Transparency #6 and refer Trainees back to page W-8. The trainee should be given time to review the information. The trainer will discuss with the trainees what is known about the family and what possible changes can be made.

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Strong points for Kim
- . support group
- . church

Strong points for Cody
- . recreation

Strong points for the family
- . extended family
  (gets along well)
  (respite)
  (handyman)
- . Early Intervention

Weak points for the family
- . Paternal mother is old and unable to help out
- . Doesn't have much to do with the family

Conflicts
- . Don't like each other's friends (do not socialize together)
- . Different denominations (do not go to church together)
- . Cody has a night job (lack of time for communication & family time)
- . Maternal parents are divorced and bickers, little time for family (family stays mad at parents)
- . Grandmother is very old - some feel she is too old to care for grandchildren

Second, the trainer will discuss the following family with the trainees.

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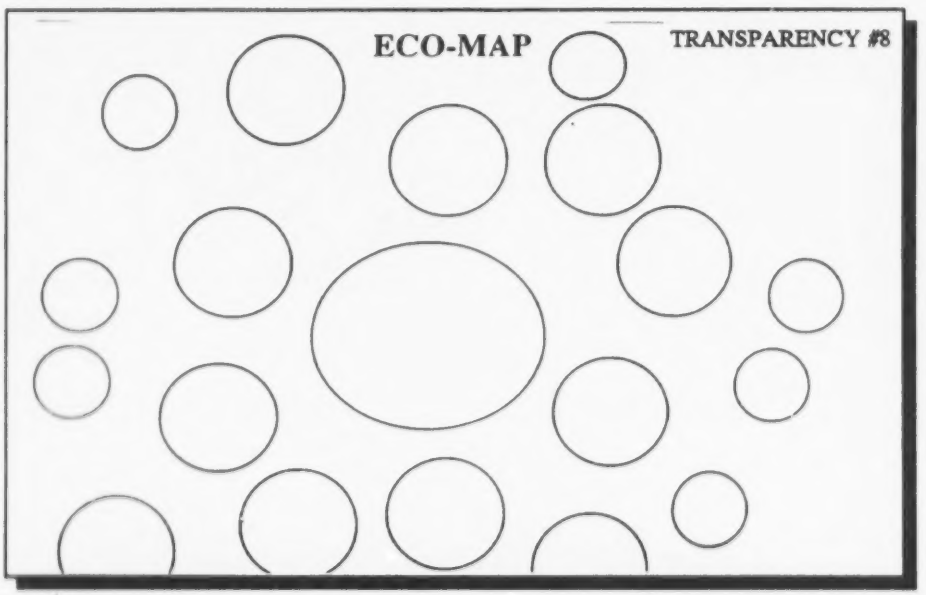
Steve has a good job. He enjoys playing golf. This also helps to relieve any stress. Steve also enjoys doing things with his friends Gary, Ken, and Jonathan.

Beth also has a good part-time job. She enjoys spending time with her friends Jan and Rhonda.

They recently bought a new home and they enjoy going to church together. Beth's parents and grandparents are very helpful with Justin, but they live out of town. When Steve and Beth need time to themselves they have to drive a distance to leave Justin with family. Steve's parents are divorced and they do not get along with each other because of the step-mother and half-sister. This situation often causes heated problems between Steve's siblings and his father and his new family. His parents live a distance away also.

Display Transparency #8



Ask the trainees to remove the Family Profile and blank Eco-Map on pages W-11 and W-12 from their workbook. The trainer will give the group time to review the family profile. Next, ask the group to tell the trainer what needs to be drawn and what questions should be asked in order to complete the Eco-Map.

Encourage trainees to complete their blank Eco-Map during the group discussion. The trainer and group will discuss the completed map and what possible changes can be made.

C. Third, the trainer will ask each trainee to remove the last two blank Eco-Maps from their workbook. Refer trainees to pages W-13 and W-14 in the Trainee Workbook. Ask each trainee to draw an Eco-Map of themselves today and one of themselves 5 years ago and compare. Have the group discuss how families change frequently.

Activity #4

Directions: The trainer will divide the trainees into teams. The trainer will give each team a scenario to role play. Have each team read the scenario first and then have them turn the situation into a positive one by acting it out. The trainer and trainees will discuss each scenario.

SCENARIOS

* You have been telephoned by a parent asking if it would be convenient to change their Tuesday appointment to Friday so you can meet with the family and another professional they are seeing. You agree to change the appointment. When you arrive at the home, you realize you are about to attend an IFSP meeting. There are other professionals there, you are unprepared and the parents were uninformed.

* You are presently assessing a child in the home. In the middle of the assessment three other professionals, also working with the family, show up unannouned to borrow the telephone. During the assessment one professional picks up the child, who is slightly fussing, and takes him outside. One professional uses the telephone while the other begins talking to the mother. You are unaware of who these professionals are.

* You are meeting a family for the first time to see if the child qualifies for your program. You have certain information you need to receive from the family before you leave. The room is very dark and unbelievably cold. You turn on the lights so you can see the child better and turn off the air conditioner so you are more comfortable. Now you need to get the releases signed.

* You have several items you need to cover with the family today. When you arrive at the home, you discover Mother is having a really bad day and the children are fussy.

* You have been working closely with a family for several months now and feel the relationship is good. When you arrive for the visit, the family has something on their mind they would like to discuss with you. (1) They feel they are being used by other professionals, and (2) they are upset that they were not informed of a very important meeting concerning their family. The family is upset and saying some very negative things about these professionals. You collaborate with these professionals on a daily basis.

* You have been working with a family for nearly one year. Every time you go to visit the family they are either not at home or you have to hunt the child down at other relatives or at a babysitter's house. You feel like you are repeating yourself to each adult and you are not making progress.

* You are seeing a child who has very young parents. They are often intimidated by the things you say and do. You have been unsuccessful in getting the parents involved in their chld's intervention and in making decisions.

ACTIVITY #5

Pre-Posttest

Name:_____ Pre _____ Post _____

1. Define family.

2. What does family-centeredness mean to you?

3. What complex body of information can be designed to show the flow of resources between the family and its environment?

   a. Personal Profile
   b. Relationship Map
   c. Eco-Map
   d. Family Tree

4. Identify at least four resources that can affect the family system.

   a.
   b.
   c.
   d.

5. What is the key to building a positive family-professional partnership?

6. It is okay for a professional to inform a parent of the barriers found in another professional before the family goes on the visit.

   TRUE FALSE

7. A family's silence often means they are listening and understanding.

   TRUE FALSE

8. The way a professional carries his/her body can tell a family if he/she is attentive or concerned about the family's needs.

   TRUE FALSE

TRANSPARENCIES

TRANSPARENCY #1

WHAT IS MISSING IN THIS PICTURE?

TRANSPARENCY #2

OVERVIEW

Competencies:

Each trainee will be able to recognize the individuality of families and how to be family centered in a culturally diverse world. Each trainee will also learn how to collaborate with families to build a healthy partnership.

Objectives:

Each trainee will:

1. Demonstrate skills in completing an Eco-Map with families and discussing the outcomes.
2. Demonstrate knowledge on how to increase family centeredness through role playing.
3. Demonstrate skills in positive communication by role playing a family situation.

Session Schedule

Topic		Format	Materials	Time
1.0	Introduction	Lecture Pretest	Overhead	20 minutes
2.0	Identifying Variables of Family Centeredness	Lecture Activity	Overhead	20 minutes
3.0	Developing an Eco-Map and Determining the Outcome	Lecture Demonstration Activity	Overhead	40 minutes
4.0	Determining Content and Strategies for Using Positive Communication	Lecture Activity	Overhead	40 minutes
5.0	Conclusion/Evaluation	Posttest		20 minutes
Total Session				2 hours 20 minutes

DEFINITIONS OF "FAMILY"

1. Webster's Dictionary states, "A social unit consisting of parents and the children they rear." 1988

2. A group of individuals who have descended from a common ancestor. (Taber's Cyclopedic Medical Dictionary, 1981)

3. Any two or more related people living in one household. (3rd Edition Child, Family, Community Socialization and Support. Roberta M. Berns p.638, 1993)

4. An inclusive definition of "family" allows each family to define itself. (Guidelines & Recommended Practices For the Individualized Family Service Plan, 1989)

5. Families can be defined as "Families are big, small, extended, nuclear, multigenerational, with one parent, two parents, and grandparents. We live under one roof or many. A family can be as temporary as a few weeks, as permanent as forever. We become part of a family by birth, adoption, marriage, or from a desire for mutual support....A family is a culture unto itself, with different values and unique ways of realizing its dreams; together our families become the source of our rich cultural heritage and spiritual diversity....Our families create neighborhoods, communities, states and nations. (Guidelines and Recommended Practices For the Individualized Family Service Plan. 2nd Edition. Page 8, 1991)

TRANSPARENCY #4

STRATEGIES FOR BECOMING FAMILY SENSITIVE

* Accepting the family, and not just the child, as the focus of services

* Recognizing and being responsive to the needs and desires of the family by letting them define what is in their own best interest

* Forming a partnership with each family that is supportive of their needs, desires, and expectations

* Accepting the unique social, moral, and cultural values of each family

* Accepting the way the family fits together and the way it affects each of its members, including the infant or toddler who is disabled or at risk

* Recognizing that their definitions may vary from those that professionals have typically accepted

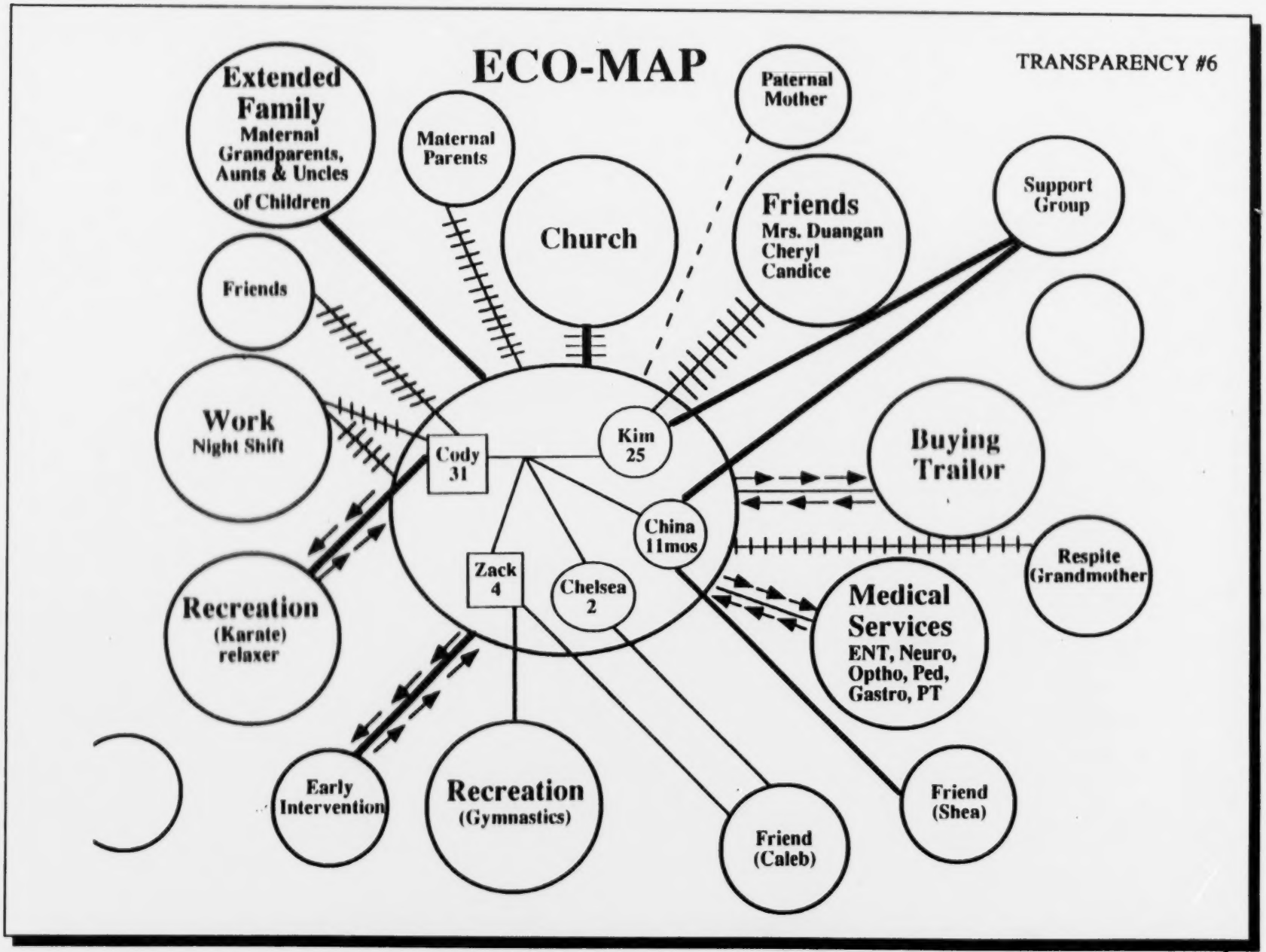
* Working to reform and refine both the existing services and the existing delivery system in response to the expressed needs of the family (Family-Centered Early Intervention with Infants & Toddlers Innovative Cross-Disciplinary Approaches. Brown, Thurman, & Pearl p.306)

TRANSPARENCY #5

AWARENESS OF PROFESSIONALS' IMPACT ON THE FAMILY AND CHLD

Ancient Chinese Proverb, ***"A child's life is like a piece of paper on which every passerby leaves a mark."***

If you were to change the Proverb to be family centered it would read, ***"A family's life is like a piece of paper on which every passerby leaves a mark."***

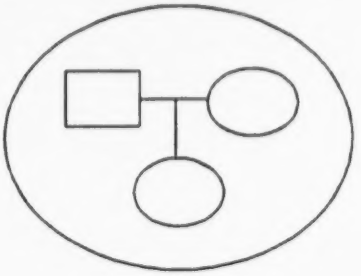

ECO-MAP
TRANSPARENCY #6
Extended Family
Maternal Grandparents, Aunts & Uncles of Children
Maternal Parents
Paternal Mother
Church
Friends
Mrs. Duangan
Cheryl
Candice
Support Group
Friends
Work
Night Shift
Cody
31
Kim
25
Buying Trailor
China
11mos
Zack
4
Chelsea
2
Respite
Grandmother
Recreation
(Karate)
relaxer
Medical Services
ENT, Neuro, Optho, Ped, Gastro, PT
Early Intervention
Recreation
(Gymnastics)
Friend
(Caleb)
Friend
(Shea)

TRANSPARENCY #7

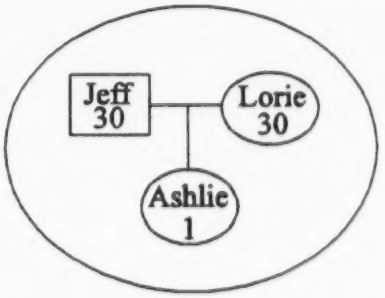
How to create an Eco-Map

1. The Eco-Map begins with a large circle in the middle of the page which describes the nuclear family or household members.

2. Each family member is described as a square for males and circles for females.



3. The person's name and age should be written in the corresponding shapes.



4. Identify the resources and relationships that affect the family system.

Ex: Extended family, friends, transportation, job, recreation, medical services, social services, related services, spiritual/cultural, school, day care, respite, housing. The resources and relationships are to be placed around the nuclear family. Refer to the completed Eco-Map, Transparency #6.

5. Each family-environmental exchange should be portrayed by using the following descriptions:

▬▬▬▬▬ Strong or positive connection
- - - - - - - - - - Weak connection
╫╫╫╫╫╫╫╫╫╫╫╫ Stressful or conflicted relationship
→→→→→→→→ Flow of energy or resources
←←←←←←←←

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TRANSPARENCY #8

ECO-MAP

TRANSPARENCY #9

NONVERBAL COMMUNICATION

DON'T	DO
1. sit away from the family	1. sit close to the family
2. sit with your back to the family	2. sit facing the family
3. ignore family silence	3. listen to what the family is not saying
4. let your eyes roam during the conversation	4. look each family member in the eyes
5. carry your body in a way that seems unconcerned	5. let your posture show attentiveness
6. let your facial expressions show negativity	6. let your facial expressions show concern and/or approval
7. overlook/neglect others present	7. Acknowledge all present
8. change the home environment	8. Ask if you can change the environment if it is interfering with your task

TRANSPARENCY #10

VERBAL COMMUNICATION

DON'T	DO
1. use all professional jargon ex: laws, P.L., abbreviations	1. use words a parent can understand
2. use words that will degrade the family. "**Watch your tone**"	2. change your words to be positive and learn to encourage
3. get into a power struggle with the family	3. allow family to help make the decisions that will affect them
4. change the language of the family	4. accept the parents language ex: affectionate, confectionate
5a. assume you always understand what they're trying to say	5a acknowledge and clarify what you've heard
5b. assume they always understand what you are trying to say	5b clarify what you are saying
6. expect to say something one time and the family understand	6. repeat the important information over and over
7. discuss barriers among professionals with parents	7. remain neutral

TRANSPARENCY #11

TOGETHER WE CAN FIND THE RESOURCES

An Inservice Training Program

Focusing On a Better Approach to Family Centeredness

A Workbook for Developing: Family Centeredness

Trainee Workbook

ACTIVITY #1

Pre-Posttest

Name:_____ Pre _____ Post _____

1. Define family.

2. What does family-centered mean to you?

3. What complex body of information can be designed to show the flow of resources between the family and its environment?

   a. Personal Profile
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   c. Eco-Map
   d. Family Tree

4. Identify at least four resources that can affect the family system.

   a.
   b.
   c.
   d.

5. What is the key to building a positive family-professional partnership?

6. It is okay for a professional to inform a parent of the barriers found in another professional before the family goes on the visit.

   TRUE FALSE

7. A family's silence often means they are listening and understanding.

   TRUE FALSE

8. The way a professional carries his/her body can tell a family if he/she is attentive or concerned about the family's needs.

   TRUE FALSE

OVERVIEW

Competencies:

Each Trainee will be able to recognize the individuality of families and how to be family centered in a culturally diverse world. Each Trainee will also learn how to collaborate with families to build a healthy partnership.

Objectives:

Each Trainee will:

1. Demonstrate skills in completing an Eco-Map with families and discussing the outcomes.
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5.0 Conclusion/Evaluation	Posttest		20 minutes
Total Session			2 hours 20 minutes

1.0 Pretest

Activity #1: Pretest - turn to the following page for the Pretest

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The pretest (Activity #1) is on the previous page. Remove it from your workbook. The pretest is given to determine your knowledge prior to the training session. A Posttest will be given to you at the end of the session. You will be given 10 minutes to complete the pretest.

2.0 IDENTIFYING VARIABLES OF FAMILY CENTEREDNESS

2.1 The Changing Definitions of Family

TRANSPARENCY #3

1. Webster's Dictionary states, "A social unit consisting of parents and the children they rear." 1988
2. A group of individuals who have descended from a common ancestor. (Taber's Cyclopedic Medical Dictionary, 1981)
3. Any two or more related people living in one household. (3rd Edition Child, Family, Community Socialization and Support. Roberta M. Berns. p.638, 1993)
4. An inclusive definition of "family" allows each family to define itself. (Guidelines & Recommended Practices For the Individualized Family Service Plan, 1989)
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Over the years society's definition of family has changed. We can no longer look at "family" as meaning a mother, father and child living together.

REMEMBER: The definition you use for a family may not be the same definition used by another family.

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2.2 Family Focusing

As we begin to look at the families we work with, we need to stop and ask ourselves, "Are we truly family centered?" "Family centered" means more than:

* involving parents in programs.
* providing parents with information and training.
* helping them to become substitute therapists and teachers for their children.
* having a parent present at an Individualized Family Service Plan (IFSP) meeting to sign forms.

Strategies for becoming truly family sensitive include:

TRANSPARENCY #4

* Accepting the family, and not just the child, as the focus of services
* Recognizing and being responsive to the needs and desires of the family by letting them define what is in their own best interest
* Forming a partnership with each family that is supportive of their needs, desires, and expectations
* Accepting the unique social, moral, and cultural values of each family
* Accepting the way the family fits together and the way it affects each of its members, including the infant or toddler who is disabled or at risk
* Recognizing that their definitions may vary from those that professionals have typically accepted
* Working to reform and refine both the existing services and the existing delivery system in response to the expressed needs of the family (Family-Centered Early Intervention with Infants & Toddlers Innovative Cross-Disciplinary Approaches. Brown, Thurman, & Pearl p.306)

At times, as professionals in our field, we over-observe for details which may not necessarily serve as vital pieces of information.

For instance - Is the yard cut? Is the house clean? Are the children dressed appropriately?

Our role is not to make judgements, but to provide the best services we can to the families despite the situation of the family. An appreciation of the importance of the family's role, the unique contribution they make, or the constant responsibility they assume in the care of their children may not always be reflected in the professionals' attitudes, policies or practices. (Family Centered Care For Children with Special Health Care Needs. Shelton, Jeppson & Johnson p.4)

TRANSPARENCY #5

Ancient Chinese Proverb, "A child's life is like a piece of paper on which every passerby leaves a mark."

If you were to change the Proverb to be family centered it would read, "A family's life is like a piece of paper on which every passerby leaves a mark."

- -

Activity #2

Directions: The Trainer will show you a videotape segment of a family centered interview. There will be no volume. Write down 3 impressions you received from the tape.

The Trainer will show you another videotaped segment of the same family in a feeding routine. There will be no volume on this segment either. Write down 3 impressions you received from this tape.

As a group, discuss the impressions from each segment and compare.

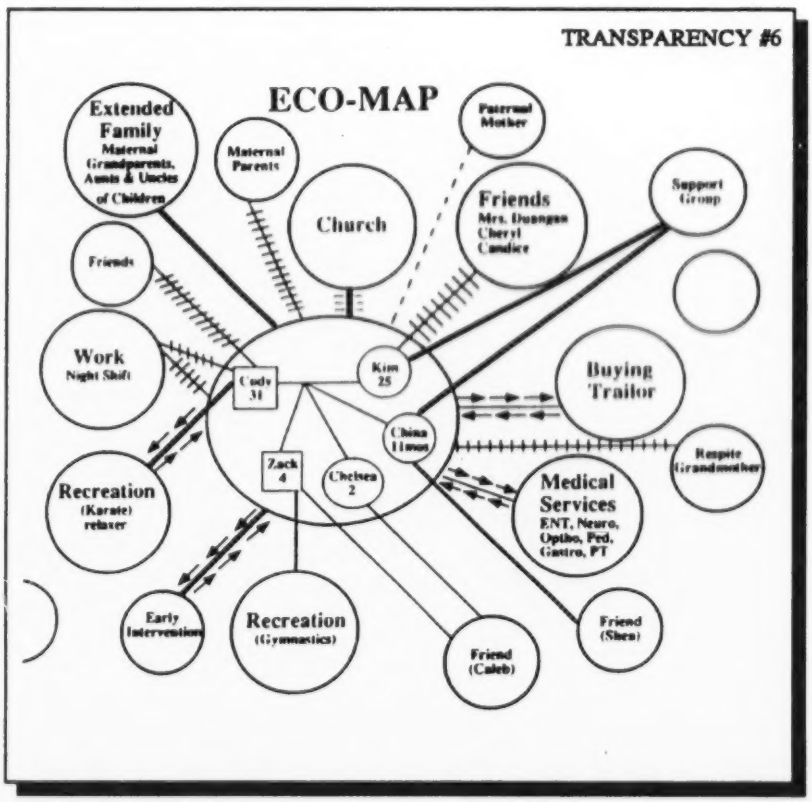
- -

3.0 DEVELOPING AN ECO-MAP AND DETERMINING THE OUTCOME

In the past, professionals have placed an emphasis on the "dysfunctional" family. Today we are trying to get away from this and place our emphasis on preserving the family and restoring the family's resources and relationships. A recommendation for best practice procedures is to create an Eco-Map with the family.

* The Eco-Map was designed to view the whole family as a "system" that interacts with other "systems" in their lives.

* Together with the family, the professional can arrange a complex body of information that will allow both the family and the professional to see the relationships within the family system.



According to Hartman and Laird, the Eco-Map shows:

* the flow of resources and the nature of family-environment exchanges
* any lacks or deprivations which erode family strengths.

When it is completed the family and professional should be able to identify conflicts to be mediated, bridges to be built and resources to be sought and mobilized. (The family in Space: Ecological Assessment. Hartman, Ann & Laird, Joan. Family Centered Social Work Practice P 159 McMillian, NY 1983).

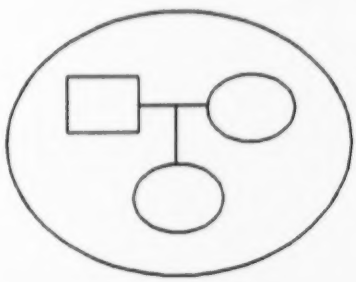
3.1 How to Create An Eco-Map

TRANSPARENCY #7

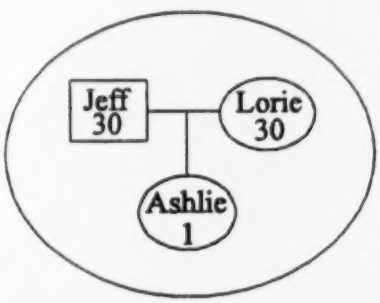
How to create an Eco-Map

1. The Eco-Map begins with a large circle in the middle of the page which describes the nuclear family or household members.

2. Each family member is described as a square for males and circles for females.



3. The person's name and age should be written in the corresponding shapes.



4. Identify the resources and relationships that affect the family system.

Ex: Extended family, friends, transportation, job, recreation, medical services, social services, related services, spiritual/cultural, school, day care, respite, housing.

The resources and relationships are to be placed around the nuclear family. Refer to the completed Eco-Map, Transparency #6.

5. Each family-environmental exchange should be portrayed by using the following descriptions:

Strong or positive connection

Weak connection

Stressful or conflicted relationship

Flow of energy or resources

Activity #3

Directions: The Trainer will show you a completed Eco-Map of a family. Refer to Transparency #6. The Trainee will be given time to review the information. The group will discuss what is known about the family and what possible changes can be made.

Second, the Trainer will discuss a different family with you. The Trainer will ask you to remove the Family Profile and blank Eco-Map on pages W-11 and W-12 from your Trainee Workbook. The group will tell the Trainer what needs to be drawn and what questions should be asked in order to complete the Eco-Map. Each Trainee should complete the blank Eco-Map with the Trainer. The group will discuss the completed map and what possible changes can be made.

Third, the Trainer will ask each Trainee to remove the last two blank Eco-Maps on pages W-13 and W-14 from their workbook. Each Trainee will draw an Eco-Map of themselves today and one of themselves 5 years ago and compare. The group will discuss how families change frequently.

4.0 DETERMINING CONTENT AND STRATEGIES FOR USING POSITIVE COMMUNICATION

4.1 Positively Speaking

As the Eco-Map is developed, it is important to remember that the key to building a family-professional partnership is positive communication. Communication:

* effects both the family and professional, and
* determines how we will respond to one another.

The family of a child with a disability may be very sensitive to their situation and they expect the professional to be also. When you visit a parent have some idea about the diagnosis of the child and the family's situation. This often makes the parent feel more open to talk to you since you have shown extra interest in their situation.

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Family Profile

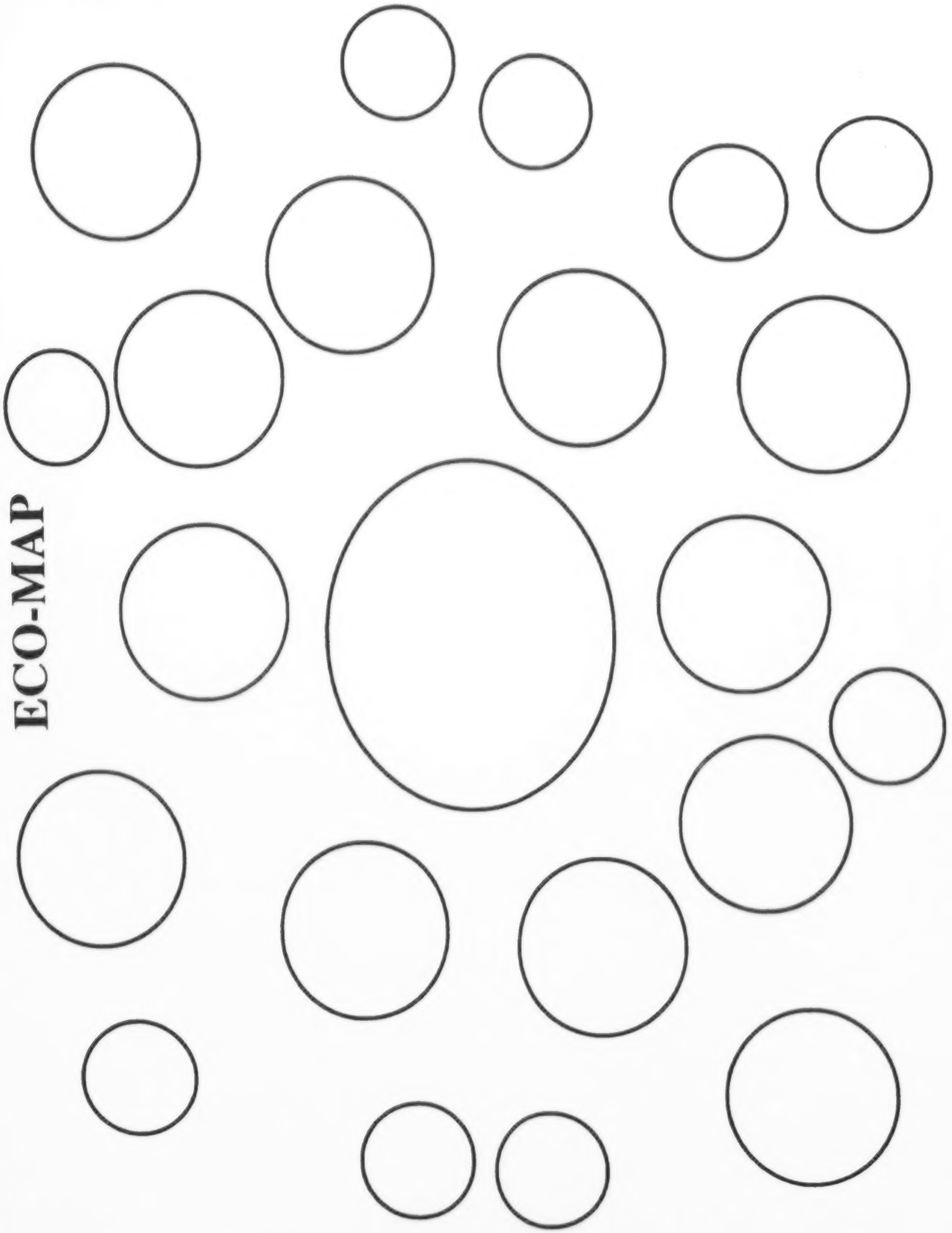
Steve is the 36 year old husband of Beth who is 35. They have a cute little boy, Justin, who is 2. Justin has an orthopedic problem. His feet turn inward and the tendons are constricted causing his toes to curl inward. Justin was referred by his pediatrician at 6 months. He was seen by 3 orthopedic physicians by the time he was 12 months. All three physicians felt the feet would correct on their own. THEY DID NOT! At 16 months, a new orthopedic physician was found by Justin's grandfather. This physician saw Justin's problem differently. He is now wearing special shoes for 23 hours a day and they are hard and bulky. Surgery may be required at the end of 6 months if the special shoes do not correct the problem. Justin goes to day care where he loves art and going outside. He also enjoys playing with his friends Haley, Michael, and Kara. Justin is healthy and his mom keeps up with all of his pediatric appointments as scheduled.

Steve has a good job. He enjoys playing golf. This also helps to relieve any stress. Steve also enjoys doing things with his friends Gary, Ken, and Jonathan.

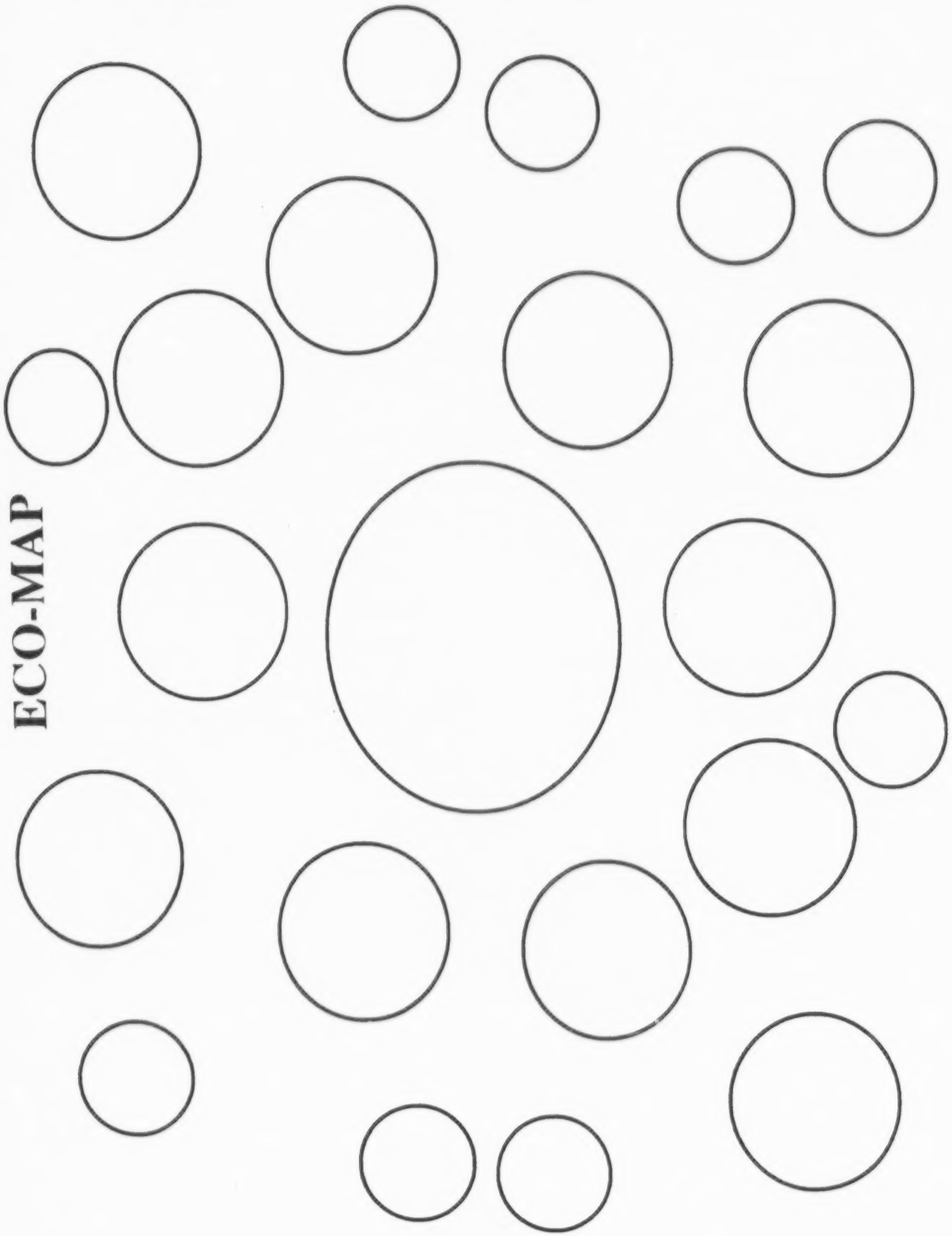
Beth also has a good part-time job. She enjoys spending time with her friends Jan and Rhonda.

They recently bought a new home and they enjoy going to church together. Beth's parents and grandparents are very helpful with Justin, but they live out of town. When Steve and Beth need time to themselves they have to drive a distance to leave Justin with family. Steve's parents are divorced and they do not get along with each other because of the step-mother and half-sister. This situation often causes heated problems between Steve's siblings and his father and his new family. His parents live a distance away also.

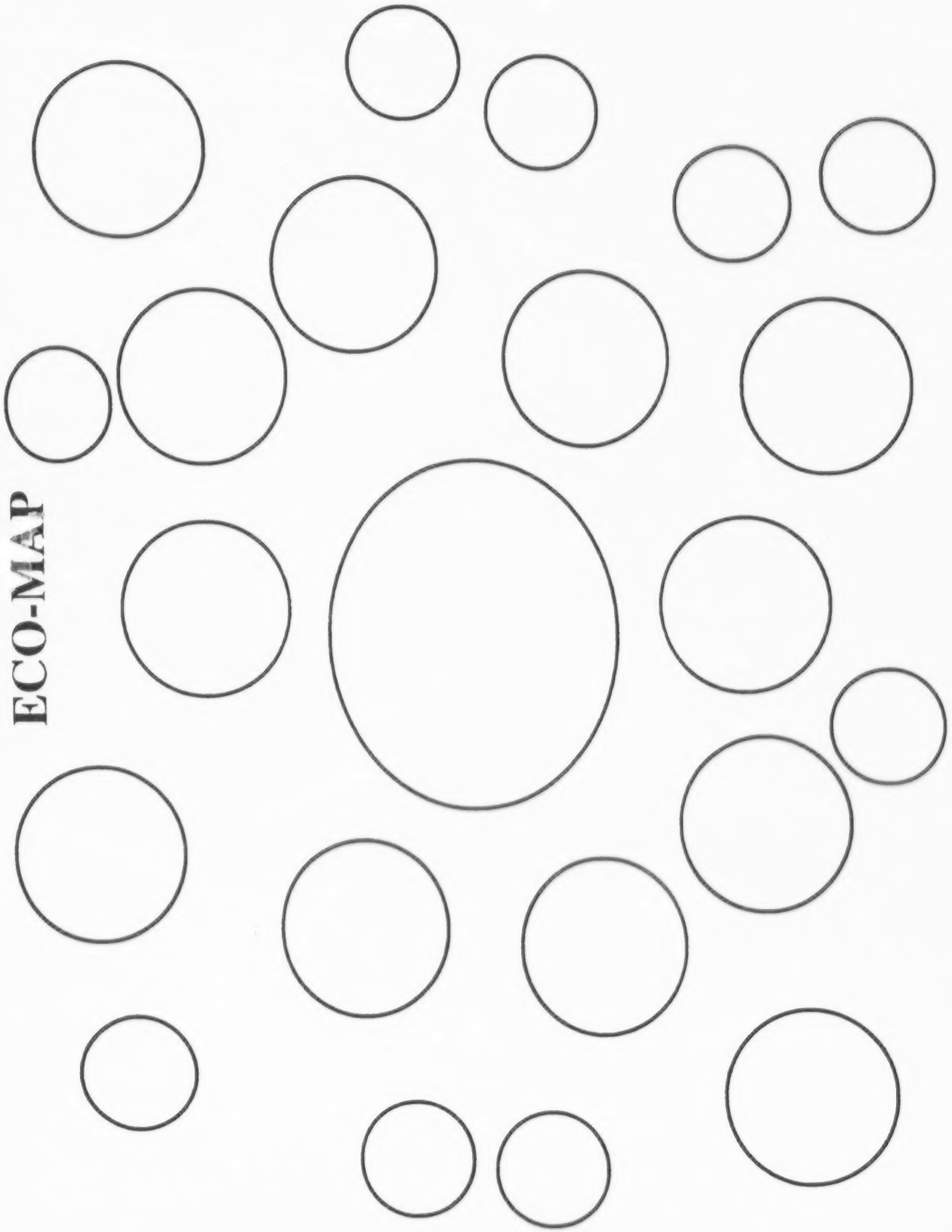
ECO-MAP



ECO-MAP



ECO-MAP



DON'T TALK BEFORE YOU THINK! Families listen closely to every thing we say. They watch facial expressions, body language and even listen to our tone of voice. Listed below is a list of don'ts and do's in non-verbal communication and verbal communication.

TRANSPARENCY #9

NONVERBAL COMMUNICATION

	DON'T		DO
1.	sit away from the family	1.	sit close to the family
2.	sit with your back to the family	2.	sit facing the family
3.	ignore family silence	3.	listen to what the family is not saying
4.	let your eyes roam during the conversation	4.	look each family member in the eyes
5.	carry your body in a way that seems unconcerned	5.	let your posture show attentiveness
6.	let your facial expressions show negativity	6.	let your facial expressions show concern and/or approval
7.	overlook/neglect others present	7.	Acknowledge all present
8.	change the home environment	8.	Ask if you can change the environment if it is interfering with your task

TRANSPARENCY #10

VERBAL COMMUNICATION

	DON'T		DO
1.	use all professional jargon ex: laws, P.L., abbreviations	1.	use words a parent can understand
2.	use words that will degrade the family. "Watch your tone"	2.	change your words to be positive and learn to encourage
3.	get into a power struggle with the family	3.	allow family to help make the decisions that will affect them
4.	change the language of the family	4.	accept the parents language ex: affectionate, confectionate
5a.	assume you always understand what they're trying to say	5a	acknowledge and clarify what you've heard
5b.	assume they always understand what you are trying to say	5b	clarify what you are saying
6.	expect to say something one time and the family understand	6.	repeat the important information over and over
7.	discuss barriers among professionals with parents	7.	remain neutral

Poor communication can damage the family-professional partnership.

* the family may become afraid of **all** professionals
* the family may not receive needed resources
* the child's development may not occur as rapidly as if appropriate services were provided

---

Activity #4

Directions: The Trainer will divide the audience into teams. All teams will be given a scenario to role play. Each team will first read the scenario and will then turn the situation into a positive one by acting it out. The group will discuss each scenario.

5.0 CONCLUSION

One of the most important things for a professional to remember is the key to family participation is being family focused. The family will respond more positively to you and the information you give them if you show concern. You may be the first professional they learn to trust and feel comfortable confiding in. Respect the family's home and surroundings. Give the family direction in the development of their family and child, as well as increasing their awareness of the available resources. Let them feel you have included them in all aspects of intervention.

TRANSPARENCY #11

TOGETHER WE CAN FIND THE RESOURCES

Again, it takes patience, time, respect and positive communication to start us on the road to family centeredness. It takes you to make the picture complete.

5.1 Evaluation

The Posttest (Activity #5) is on page W-18. Remove it from your workbook. The Posttest is given to determine your knowledge after the training session. You will be given 10 minutes to complete the Posttest.

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ACTIVITY #5

Pre-Posttest

Name:_____ Pre _____ Post _____

1. Define family.

2. What does family-centered mean to you?

3. What complex body of information can be designed to show the flow of resources between the family and its environment?

   a. Personal Profile
   b. Relationship Map
   c. Eco-Map
   d. Family Tree

4. Identify at least four resources that can affect the family system.

   a.
   b.
   c.
   d.

5. What is the key to building a positive family-professional partnership?

6. It is okay for a professional to inform a parent of the barriers found in another professional before the family goes on the visit.

   TRUE FALSE

7. A family's silence often means they are listening and understanding.

   TRUE FALSE

8. The way a professional carries his/her body can tell a family if he/she is attentive or concerned about the family's needs.

   TRUE FALSE

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WORKSHOP EVALUATION SCALE[1]

Workshop Name: _____ Date: _____

Presenter: _____

INSTRUCTIONS

To determine whether or not the workshop met your needs and our objectives, we would like for you to give us your honest opinion on the design, presentation, and value of this workshop. Please circle the number which best expresses your reaction to each of the items on the following list. Space is provided for your comments.

EVALUATION CRITERIA

1.	The organization of the workshop was:	Excellent 7	6	5	4	3	2	Poor 1
2.	The objectives of the workshop were:	Clearly Evident 7	6	5	4	3	2	Vague 1
3.	The work of the presenter(s) was:	Excellent 7	6	5	4	3	2	Poor 1
4.	The ideas and activities of the workshop were:	Very Interesting 7	6	5	4	3	2	Dull 1
5.	The scope (coverage) was:	Very Adequate 7	6	5	4	3	2	Inadequate 1
6.	My attendance at this workshop should prove:	Very Beneficial 7	6	5	4	3	2	No Benefit 1
7.	Overall, I consider this workshop:	Excellent 7	6	5	4	3	2	Poor 1
8.	Do you feel a need for additional information about this topic?	1. Yes			2. No			

The stronger features of the workshop were: _____

_____

_____

The weaker features were: _____

_____

_____

General Comments: _____

_____

_____

[1] McCallon, E. (unknown). Workshop evaluation scale. Austin, Texas: Learning Concepts.

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APPENDIX A

PRE-POST TEST ANSWERS

PRE-POST TEST ANSWERS

1. No wrong answer

2. No wrong answer

3. C

4. Any four (4) of the following or others:
   - extended family
   - friends
   - transportation
   - job
   - recreation
   - medical services
   - social services
   - related services
   - spiritual/cultural
   - school
   - day care
   - respite
   - housing

5. Communication

6. False

7. False

8. True

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